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ABSTRACT

This booklet contains guidelines for developing oral communication curricula in kindergarten through 12th grade. The booklet addresses the issue of whether students are being taught to communicate effectively, and discusses the following topics: enhancing the role of oral communication in elementary and secondary education; the objective, overview, and criteria of oral communication curriculum (offering 13 guidelines--one for each grade from K through 12--for the development of a comprehensive, developmental elementary and secondary oral communication curriculum); oral communication competencies and content areas for kindergarten through 12th grade; resources and syllabi; and conclusions. Fifteen tables of examples and 32 notes are included. (PRA)

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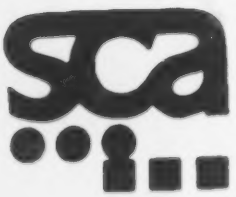
Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade



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Foreword

Are we teaching our students to communicate effectively?

Like those in other associations concerned with educational issues, we have been extremely concerned about the quality of the education our children are receiving.

Two questions have been particularly critical from our perspective.

- Can our students communicate effectively in face-to-face situations?
- Are we teaching our students what they need to know to communicate effectively in the oral mode?

Unfortunately, our research indicates that in many instances the answer to both questions is no.

A significant portion of our students cannot adequately communicate orally. One-quarter of our students cannot give clear, simple directions to others. In terms of more complicated tasks, even more students lack the skills necessary to communicate orally their feelings to others or to convey basic information to others. Thus, we think it was particularly appropriate, when establishing educational goals for the 1990s, that the National Governors' Association concluded that "all of our people will need to be able to communicate complex ideas."

The inability to communicate orally will have profoundly disturbing long-term consequences for our students. Now, more than ever, employers are looking for people who are articulate and persuasive. Moreover, we live in an age in which all individuals must be able to express their feelings to others in face-to-face settings. Each of us must be able to communicate orally with our families, our friends and peers, our colleagues and employers, and our government. Given the growing importance that the mass media play in our lives, it is also important that we understand and are able to critically evaluate its content and function. Finally, while the emerging multicultural society is creating new opportunities and options for all of us, it also requires that we be far more sensitive to what we say and how we say it.

Years of experience and research have convinced us that students can be trained to be more effective oral communicators. While it is true that communication studies is one of the fastest growing majors on college and university campuses, it is also true that our elementary and secondary schools often fail to train students to become effective speakers. For most of our nation's youth, elementary and secondary schools represent their only opportunity for formal communication training.

Equally important, mastering oral communication also requires that we understand the process. Great speakers are more than technicians; they must understand what they are doing and why they are doing it. In this regard, we have been forced to conclude that our schools are failing to provide substantive instruction which would allow students to understand the ever-changing oral communication process which continues to evolve as they mature and develop.

Only two state departments of education require that students complete oral communication courses. The majority of state departments of education have included oral communication training within

a broad set of language arts objectives which has focused predominantly upon reading and writing. While reading and writing are essential skills, face-to-face interaction remains the most efficient and effective method of communicating with others. To achieve this end, beyond practicing the art in the classroom, students must receive the kind of instruction which will allow them to understand the oral communication process.

In all, training in oral communication remains one of the most neglected of the basic skills. Our students need both to master and to understand the oral communication process if they are to function effectively with others.

The guidelines for the oral communication curriculum outlined in this document are a first step in providing a set of educational standards for teaching our students how to communicate orally in the diverse sets of situations they encounter and will continue to encounter. These guidelines must be adapted to the unique capabilities and needs of students. Yet, they remain an essential first step.

We must commit ourselves—as professional educators, parents, and concerned citizens—to establishing standards for a comprehensive and developmental educational program which provides students with the opportunity to improve their speaking skills as they move from kindergarten through twelfth grade. We believe these guidelines provide a foundation for such programs.

Enhancing the role of oral communication in elementary and secondary education

Establishing oral communication education as a national objective

The rationale for kindergarten through twelfth grade oral communication curriculum guidelines begins with the recognition that oral communication education is critical to the overall education of every student.

The nation's political and educational leaders have stated that oral communication education should be a national objective. For example, in its 1978 amendment to the *Elementary and Secondary Education Act of 1965*, Congress held that "educational agencies" should "improve instruction" so that "all children are able to master the basic skills of reading, mathematics, and effective communication, both written and oral."

Likewise, in its 1983 report, *A Nation at Risk: The Imperative for Educational Reform*,[1] the National Commission on Excellence in Education held that high school graduates should be able to "listen effectively and discuss ideas intelligently." Additionally, in its 1983 report *High School: A Report on Secondary Education in America*,[2] The Carnegie Foundation for the Advancement of Teaching argued that, "The high school curriculum should also include a study of the spoken word," and it recommended that "high schools give priority to oral communication."[3]

More recently, in association with President George Bush's education program, the National Governors' Association has adopted "national education goals" which included a commitment not only to having students "communicate effectively," but to "demonstrate an advanced ability" to "communicate effectively." The nation's governors additionally specified that, "Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills."[4]

Two-thirds of the youths tested in a recent study could not explain how to get to a nearby grocery store so that another person could understand the verbal directions.

The importance of systematic oral communication instruction

The importance of oral communication cannot be over-emphasized. That is not to suggest that reading and writing are any less important in a student's education than oral communication. However, too often educators have erroneously concluded that after children learn to talk, they will continue to develop their communication competence with no formal in-

struction. Such is not the case, no more than it is of reading and writing. As the *Report* of the SCA National Project on Speech Communication Competencies concluded:

> As has been noted here and elsewhere, speech communication instruction in the past has been largely absent from elementary school curricula, occurs in bits and pieces in junior high school curricula, and emerges as a single elective or required course in senior high schools. Even in school systems with more elaborate speech communication programs, the segments of the program are, more often than not, poorly articulated. The perspective taken in this chapter underscores the importance of program continuity. Children function as message strategists, for better or worse, long before they enter high school.[5]

Many educators erroneously conclude that after children learn to talk, they will continue to develop oral communication skills with little or no formal instruction.

The most significant mode of communication

Oral communication is also important because it is how we spend the largest percentage of our day and the predominant method by which we interact with others. In their 1983 text, *Oral Communication in Elementary Schools*, M.L. Wilbrand and E. Rieke provide the following analogy:

> Look at it another way. If all the communication activity of the typical person for a typical day—all the reading, writing, speaking, and listening—were expressed in terms of getting dressed in the morning, then reading and writing would constitute no greater proportion than that involved in zipping up a jacket. Most of us spend most of our communication day listening or talking. In fact, many people go for days at a time without zipping up their jackets all the way, but they do not go out undressed.[6]

More specifically, as early as 1928, Paul Rankin reported that people spend 75 percent of their day engaged in communication. Of that 75 percent, Rankin noted, 46 percent is devoted to listening, 30 percent to speaking, 16 percent to reading, and 9 percent to writing.[7] In 1972, E.T. Klemmer and F.W. Synder likewise reported that people devote one-third of all working time carrying on face-to-face talk with individuals and in groups. Klemmer and Synder also reported that people consistently underestimated their speaking time by about 40 percent and overestimated the time they spend writing and reading by 40 percent.[8] In all, some 75 percent of communicative behavior is devoted to the oral communication process.

Much of the nation's youth lack oral communication skills

At present, the absence of formal communication training is adversely and profoundly affecting students' abilities to function as effective communicators. Anita L. Vangelisti and John A. Daly concluded that 25 percent of the nation's young people cannot adequately communicate orally. More specifically, they focused only upon conveying basic information, not the more complex issues involved in communicative interactions. Just in terms of conveying information, they observed

that 62.9 percent of young people cannot explain how to get to a local grocery store so that another can understand the directions.[9]

Standards for designing a local oral communication curriculum

Recent reports have suggested specific directions for curriculum development. The *Phi Delta Kappan* September 1989 survey isolated a felt need for a national curriculum, observing that 70 percent of Americans "favor" "national achievement standards and goals," that 69 percent of Americans "favor" a "standardized national curriculum," and that 61 percent believe that "professional educators" should establish these programs.[10]

In establishing a national objective, leaders have emphasized that a curriculum should be comprehensive and responsive to a wide range of different student needs. For example, working with President Bush, the National Governors' Association recommended a basic "restructuring" of the schools which goes beyond a focus on "basic skills": "Learning can no longer be defined as mastery of basic skills; success cannot be claimed for teaching only a small proportion of students how to use their minds."[11]

While this document does not attempt to develop a specific standardized national curriculum, believing that local curricular should be designed for particular groups of students, it does offer guidelines that will be of assistance to those educators who are developing comprehensive and developmental oral communication instruction in elementary and secondary schools.

Careers in an information society

Moreover, a vast number of professional careers require training in communication. For example, corporate managers "spend more of their time communicating (about 75%-80%) and most of that time in oral communication (about 60% face-to-face within dyadic discussions or in meetings, or via the telephone)."[12] Students require specific training to prepare them to understand and to master the oral communication competencies expected of them following high school and college. However, to acquire such competencies, understanding and mastering the oral communication process must begin in elementary and secondary grades and be consistently reinforced. Effective communication, like any other educational objective, is a life-long process, requiring early exposure and training, consistent and effective reinforcement, with increasing options for self-development and exploration.

The majority of the nation's youth will receive their only formal oral communication training in elementary and secondary schools.

Communicating orally in global and multicultural environments

In addition, the global and multicultural society requires greater

sensitivity to communication, particularly to oral communication. In *Orality and Literacy: The Technologizing of the Word*,[13] Walter J. Ong reported that the vast majority of world cultures continue to use orality as the principal method for conveying understandings from one generation to the next. As Ong has explicitly argued, orality is not merely a neutral channel for conveying information. An oral medium draws attention to certain information and not other information; an oral medium configures information in one way rather than others. Ultimately, orality determines how one understands, in ways far different than literate or electronic communication media do.[14] The critical issue is that an understanding of the social and cognitive functions of orality among the world's cultures must be a basic factor in any core humanities curriculum. The fact that orality, rather than literacy or electronics, is predominantly employed as the medium for conveying cultural understandings from one generation to another dramatically affects what people know and the values they acquire.

Elementary and secondary schools play a critical role

It should be noted that elementary and secondary schools are the primary environments where the majority of students are likely to be exposed to the study and mastery of communication. Specifically, 63% of students complete only 4 years of high school or less.[15] Accordingly, if elementary and secondary schools are essentially the only educational environments in which most students will be exposed to the study of communication, the communication curriculum offered from kindergarten through twelfth grade should be as complete and comprehensive as possible.

Endnotes

[1]Washington, DC: U.S. Department of Education.

[2]NY: Harper & Row.

[3]*Ibid.*, p. 92.

[4]National Governors' Association, *Educating America: State Strategies for Achieving the National Education Goals* (Washington, D.C.: National Governors' Association, 1990), pp. 37 and 39.

[5]P. 253.

[6]Belmont, CA: Wadsworth, p. 3.

[7]"The Importance of Listening Ability," *English Journal* (College Edition), *17*, 623-630.

[8]"Measurement of Time Spent Communicating," *Journal of Communication*, *20* (June 1972), 142-158.

[9]"Correlates of Speaking Skills in the United States: A National Assessment," *Communication Education*, *38* (April 1989), 132-143.

[10]P. 44.

[11]Center for Policy Research, National Governors' Association, *State Actions to Restructure Schools: First Step* (Washington, DC: National Governors' Association, 1990), p. v.

[12]Speech Communication Association, *Pathways to Careers in Communication* (Annandale, VA: Speech Communication Association, 1990), p. 5.

[13]NY: Methuen, 1982.

[14]Ong, pp. 57-62.

[15]U.S. Department of Education, *Digest of Education Statistics 1989* (Washington, DC: U.S. Government Printing Office, December 1989), p. 16.

Oral communication curriculum: Objective, overview, and criteria

Curricula should be locally designed to meet student needs

These guidelines are designed to assist administrators and instructors develop elementary and secondary oral communication curricula. The guidelines provide suggestions for the development of programs that are tailored to the needs of students and local educational goals and resources. They are not intended to function as the foundation for a standardized national curriculum.

The actual development of specific communication programs should be the responsibility of local educators who are better able to assess, respond, and design functional communication programs which deal directly with the particular communication problems of students within their communities.

The development of specific communication programs is the responsibility of local educators who are best able to assess the communication needs and abilities of their students.

Therefore, the guidelines outlined in this document are intended only to extend the range of options and possibilities available to local educators as they develop oral communication programs.

Criteria for the development of curriculum guidelines

The guidelines recommended here were formulated with the following criteria as standards:

- Proficiency in oral communication is central to all learning, critically useful to the individual in all areas of life, and is a developmental process in which skills acquired early serve as a foundation for subsequent learning activities.
- As a developmental process, oral communication education should be as carefully supervised from the earliest stages to the completion of an individual's formal education as are the other communication skills such as reading and writing.
- Oral communication is a complex process, and instruction about it should be approached from several different perspectives in each grade.

These guidelines recommend that oral communication instruction from kindergarten through sixth grade be approached as a process requiring instructional activities and learning experiences in listening, speaking, creative dramatics, nonverbal communication, and mass media, while seventh through twelfth grade instruction reflects major substantive areas of the discipline of communication.

While oral communication needs to be a clearly defined part of the elementary school curriculum, it is not recommended that speaking and listening instruction be isolated from instruction in other areas of

the curriculum. One of the most effective ways of developing oral communication skills in elementary school classrooms is to stress talking and listening across the curriculum. Solving problems in social studies through small group discussions, reporting orally on the results of science experiments, dramatizing stories from children's literature, privately expressing one's thoughts and feelings during the writing conference, reading literature aloud, and talking through mathematical problems with others, all are examples of how children use spoken language in the classroom throughout the day. Such activities offer a rich context for gaining facility in oral communication if the classroom teacher is academically prepared, through preservice or in-service opportunities, to teach the speaking and listening skills needed for successes in those activities.

The relation of oral communication to other curricular elements

Thus, oral communication instruction need not be another burden placed on teachers' already overburdened shoulders. Instead, oral communication instruction becomes an asset in enhancing all manner of teaching and learning. As Wilbrand and Rieke suggest:

> Remember that we said that learning of other subjects is enhanced as children improve in communication. Direct instruction of oral communication is necessary just as direct instruction of other subjects is necessary. There is a genuine reciprocity in teaching oral communication: children learn to communicate and their communication facilitates their learning of all subjects. Spending the day in class working problems, reading assignments and completing pages in workbooks, writing answers to questions posed by the teacher, and taking quizzes and exams produces learning, but there is so much more that could be learned. Understanding of mathematics can be more meaningful and useful if students explain problems to each other aloud, if they use the math to work out group decisions, if they produce evidence in their speeches and decision making that is based on arithmetical calculations. Appreciation of social studies is enhanced if children can re-live experiences from the past by performing historical literatures, or if they can experience for themselves through discussion and debate some of the critical decisions of the past: should we leave our homes and venture into the unknown to find new opportunity; should we separate from the mother country through revolution; should we try to live with the Indians or drive them away; how can we grow enough food to last the winter; is slavery ever justified. Children must learn to function in society and they cannot be fully taught through books and written exercises. Children can do so much more by interviewing people who are now involved in society, by presenting prepared speeches on social problems, by debating current issues, by participating in work groups to accomplish social tasks, by learning to interact with people of various backgrounds and cultures. Of course, our literary heritage must be heard and experienced to be fully understood. This means discussions of and the oral performance of literatures. These are examples. Classes in art, music, physical education, reading, writing, as well as science are all enhanced by oral communication.[1]

Thus, for example, five perspectives—speaking, listening, creative

drama, nonverbal communication, and mass media—are explicitly incorporated and reflected in the kindergarten through sixth grade curriculum guidelines. Seventh through twelfth grade curriculum guidelines reflect the diverse perspectives of the major substantive areas of the discipline.

Yet, the quest for the fully integrated curriculum is not without its problems. It remains extremely difficult, for example, to identify and to define the theoretical and functional relationships between any two specific learning activities which require different cognitive orientations and skills. As Barry M. Kroll and Roberta J. Vann demonstrate in *Exploring Speaking-Writing Relationships: Connections and Contrasts*[2] and as Christopher Thaiss and Charles Suhor underscored again in *Speaking and Writing K-12*,[3] it is frequently difficult to achieve a fully integrated language arts curriculum, given the prior training teachers have received, available learning environments, and so forth. As R.R. Allen and Robert W. Kellner have put it:

> Ironically, while many elementary language arts textbooks advocate integration, they contain separate chapters on reading, writing, speaking, and listening. And in the schools, the integration of the language arts peaks in kindergarten and declines as grade level increases. By the time the child reaches secondary school, language arts instruction is neatly fragmented into separate courses. On the college level, the fragments are divided even further.[4]

Hence, the integrated language arts curriculum remains only an ideal. The actual development of interdisciplinary goals and standards, the merger of theoretical and functional objectives across disciplines, the adequate training of teachers to participate in such programs, and the creation of appropriate learning contexts, all may delay the creation of integrated language arts curricula. In the interim, progress should continue on the explicit development of oral communication curricula, with questions of integration achieved if and when circumstances permit.

Although the curriculum guidelines place particular emphasis on a given area of competency for each grade level, the curriculum guidelines, while sequential, are not completely separate from level to level. The content areas specified are not exclusively the domain of the grade level indicated, and may be taught earlier, reinforced and refined throughout the student's school years. For example, a teacher would most assuredly work on increasing student listening competency at all grade levels, but the major focus would occur at grade six.

Five communication perspectives

The guidelines provide for a competency and content based curriculum which allows for any number of pedagogical approaches and strategies. Thus, the K-6 curriculum guidelines recommended here are approached from five different perspectives (e.g., listening, speaking, creative dramatics, nonverbal, and mass media), while the 7-12 curriculum guidelines reflect the diverse perspectives of the major substantive areas of the discipline. Others might want to implement the competency and convey the content with other techniques (i.e., public speaking, debate, small group communication, interpersonal communication, etc.). A variety of methods and activities would be used to develop the competency. For example, students

might use storytelling or dramatization as well as a discussion or debate to develop competencies in role and norm development. It is the competencies involved, such as recognizing and participating appropriately in social conventions that is the focus, not the activity used to develop it (such as role play).

At the same time, it should be noted that the kindergarten through sixth grade curriculum guidelines are grounded in rather convincing research regarding the developmental capabilities of students in these grades. Accordingly, given the relatively precise concrete operational phases which rather rigorously define students' educational capacities through sixth grade, it is not expected that tremendous curriculum variations can be achieved during these earlier grades. However, given the more formal study of communication which can generally be introduced at the seventh grade level and beyond, far greater variation is possible and should be expected in terms of what courses are offered and when they are offered.

Overview

Thirteen guidelines are offered for the development of a comprehensive, developmental elementary and secondary oral communication curriculum. Specifically, a guideline is proposed for each grade from kindergarten through twelfth grade. The guidelines are summarized in Table 1.

Table 1

A developmental conception of a communication curriculum

Grade	Guideline
Kindergarten	Learning activities should focus upon the acquisition of basic oral linguistic skills.
First Grade	Learning activities should provide opportunities for students to increase their oral language options and choices.
Second Grade	Learning activities should provide opportunities for students to identify the range of relationships among roles, norms, and oral language choices.
Third Grade	Learning activities should provide opportunities for students to understand the range of options and possibilities which oral language creates in small group and multicultural settings.
Fourth Grade	Learning activities should provide opportunities for students to be exposed to how oral language reflects and conveys values, particularly in terms of the choices, alternatives, and consequences of the values embedded in oral communication.

(Continued on next page)

Table 1 (Continued)

Fifth Grade	Learning activities should provide students with opportunities to understand the social conventions regulating oral communication.
Sixth Grade	Learning activities should provide students with a formal exposure to the requirements and effective use of listening.
Seventh Grade	Learning activities should provide opportunities for students to identify, understand, and experience the requirements for effective interpersonal, nonverbal, and small group communication.
Eighth Grade	Learning activities should provide opportunities for students to understand the effects of cultural systems upon effective oral communication.
Ninth Grade	Learning activities should provide opportunities for students to develop competencies in public speaking.
Tenth Grade	Learning activities should provide opportunities for students to become more aware of themselves and their values in relation to media values, to evaluate critically media values, and to become comfortable expressing themselves via various media.
Eleventh Grade	Learning activities should provide opportunities for students to understand and experience the dimensions and implications of argumentation, persuasion, and debate.
Twelfth Grade	Learning activities should provide opportunities for students to be formally introduced to the study of oral language, especially the relationship between language and environments they will encounter when they leave high school.

Endnotes

[1]M.L. Wilbrand and E. Rieke, *Oral Communication in Elementary Schools* (Belmont, CA: Wadsworth, 1983), p. 15.

[2]Eds., (Urbana, IL: National Council of Teachers of English, 1981).

[3]Eds., (Urbana, IL: National Council of Teachers of English, 1984).

[4]"Integrating the Language Arts," in Thaiss & Suhor, p. 209.

Oral communication competencies and content areas for kindergarten through twelfth grade

Use of and rationale for oral communication competencies

The recommended communication competencies and content areas outlined in these curriculum guidelines have been grouped into primary learning clusters which reflect a student's developmental progression as she or he moves from kindergarten to twelfth grade. Adopting the distinction proposed by Barbel Inhelder and Jean Piaget,[1] the most fundamental distinctions divide the concrete operational phase characterizing learning in kindergarten through sixth grade from the formal operational phase characterizing learning in seventh through twelfth grades. Additionally, in terms of these curriculum guidelines, it has been useful to recognize that different learning issues dominate the concrete operational stage. Hence, competency and content areas involved in the acquisition of fundamental language skills in kindergarten through second grade have been distinguished in this curriculum from the more explicitly social implications of communication which develop in third through sixth grades. Essentially, then, three clusters of learning activities are employed in this curriculum (see Table 2).

As it true of any formal system, these phases must frequently be adjusted to specific groups of students, particularly in educational settings. The phases represent qualitatively different responses to logical problems which vary from culture to culture and which admit of tremendous variation within any single cultural grouping. As Don M. Boileau has noted, "These stages are most easily identified by age groupings, yet any given child's age for entering a stage may vary from the statistically derived norms. Also, the specific age for a given stage varies in terms of the culture under investigation."[2] Recognizing the limitations of using these

Table 2

A developmental conception of a communication curriculum

PHASES	GRADES	CURRICULUM
Concrete Operational	Kindergarten through Second Grade	Fundamental Oral Language Skills
	Third Grade Through Sixth Grade	Oral Communication in Social Settings
Formal Operational	Seventh Grade through Twelfth Grade	The Study of Oral Communication

phases, the learning clusters below provide, at best, some basic guidelines which necessarily must be adapted and adjusted by particular instructors to fit specific groups of students.

Additionally, within each cluster, a wide range of oral communication competencies can be developed. In this curriculum, specific suggestions are provided in each cluster. As the citations employed reveal, these suggestions are explicitly linked to specific research findings and to practical teaching experiences. However, particular curriculum planners will need to determine which competencies are most needed for their particular students. Accordingly, student needs, understandings, and skills must be determined before any particular curriculum is planned. Particular curriculum planners should necessarily plan to employ a wide range of assessment mechanisms and measures (e.g., apprehension, self-conception, performance, and cognitive) before adopting any particular curriculum for any specific group of students. Thus, the proposed curriculum must necessarily be viewed only as a set of potential guidelines which can be useful when designing a specific curriculum.

Kindergarten through Second Grade — Fundamental Oral Language Skills

From kindergarten through second grade, instruction should occur in three basic areas.

- **Kindergarten — Acquiring basic oral linguistic skills**

During kindergarten, learning activities should focus upon the acquisition of basic oral linguistic skills. This cluster of learning activities focuses upon the development of linguistic systems, including phonology, syntax, and semantics. In greater detail, the SCA National Project on Speech Communication Competencies *Report* has particularly recommended that instructors focus on semantics when they concentrate on the development of students' linguistic systems:

> Most of these studies, both of individual and word meaning and of sentence meaning, support a picture of a gradual and steady differentiation toward adult meaning systems throughout the elementary years. Semantic development seems less dramatic than syntactic development; it is also more influenced by society and more highly related to almost every other aspect of development than is syntactic development. . . . It may be that the gradualism indicated in many studies is accounted for more by individual differences in pace of development than by patterns of the child's acquisition. Semantic development, somewhat like syntax and not at all like phonology, seems never to end. Meanings of words and sentences change with age, social change, and other factors throughout the life span. Of the three areas of grammar reviewed here, semantics is the one in which the public school is likely to make its most positive contribution to children.[3]

Accordingly, the goal of such learning activities is not oral repetition, drills, the acquisition of detailed phonological or syntactical knowledge, or even to standardize students' phonological or syntactical behaviors. Rather, the instructional objective is to increase the range of phonological and syntacti-

cal options, with the semantic options available to students in actual conversations receiving the greatest attention. In an oral communication curriculum, the relevant instructional mode at this level should necessarily be face-to-face oral conversations.

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[4] the District of Columbia Public Schools has identified 22 specific competencies which potentially could serve as useful models for developing students' linguistic systems (see Table 3). When developing a communication curriculum, the competencies developed by state departments of education should also be examined.[5]

It should also be noted that beyond the specification of these competencies, instructional activities and assessment tasks related to these competencies are available.[6]

Table 3

Examples of kindergarten oral communication competencies

Listening

1. Identify his or her full name when he or she hears it.
2. Identify classroom sounds.
3. Identify environmental sounds.
4. Demonstrate the ability to reproduce sounds.
5. Describe differences in pitch (loud/soft, higher/lower).
6. Identify source of sounds.

Speaking

7. Identify concrete objects.
8. Identify pictured objects.
9. Name body parts.
10. Name activities in the environment.
11. Demonstrate the ability to repeat spoken words.
12. Demonstrate the ability to imitate correct speech patterns.
13. Demonstrate the ability to repeat sentences.
14. Demonstrate the ability to speak in unison.
15. Demonstrate the ability to speak clearly and distinctly.
16. Describe objects according to shape and color.

Creative drama

17. Demonstrate the ability to pantomime nursery rhymes and stories.
18. Demonstrate the ability to pantomime sensory awareness and daily activity.
19. Demonstrate the ability to orally share information and experiences.
20. Construct an original story orally.

Nonverbal communication

21. Demonstrate the ability to interpret nonverbal messages through pictures.
22. Identify body movements as a means of nonverbal communication.

- **First grade — increasing oral language options**

During first grade, instructors should provide opportunities for students to increase their oral language options and choices. Invoking the distinction between "elaborated" and "restricted" codes, the SCA National Project on Speech Communication Competencies *Report* concluded that instructional activities should concentrate on language choices and the nature of the linguistic system which generates such choices rather than the motivations for any particular language decision:

> Such a view of Bernstein's distinction [between elaborated and restricted codes] leads some scholars to advocate the juncture of codes with situations as the key "place" to focus communication instruction, both for those with alleged language problems, and for the K-12 population as a whole. It is not the purpose of this review to render a detailed accounting of attempts to characterize the social-situational codes in communication development, but when various forms of linguistic elements and structures can be used in so many ways (e.g., saying "please" in a command, asking about the weather as a form of polite address, stating a question in affirmative form, idiomatic expression) it is wise to consider such matters in any theory of language. The interest is less in why a speaker chooses a particular form for a particular utterance than in understanding the kind of system that makes such choices possible, meaningful, and likely.[7]

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum* (Washington, D.C., Fall 1988), the District of Columbia Public Schools has identified 13 specific competencies which potentially could serve as useful models for increasing students' oral language options (see Table 4).[8]

Table 4

Examples of first grade oral communication competencies

Listening

1. Identify initial consonant sounds.
2. Identify words which sound alike at the beginning.
3. Name rhyming words.
4. Identify rhyming pictures.
5. Name descriptive sounds.
6. Identify a complete thought.

Speaking

7. Describe ideas relative to the subject.
8. Order ideas in sequence.

Creative drama

9. Demonstrate the ability to tell a familiar story.
10. Demonstrate the ability to dramatize a fairy tale.
11. Demonstrate the ability to role play realistic situations.

Nonverbal communication

12. Identify meanings conveyed by facial expressions.
13. Identify messages conveyed by signs.

- **Second grade — increasing role options through oral language**

During second grade, instructors should provide opportunities for students to identify the range of relationships between roles, norms, and oral language choices. The SCA National Project on Speech Communication Competencies *Report* has noted.

> When children start school we expect them to be able to carry on conversations, ask and answer questions, follow and give instructions, and speak alone in the presence of a group. These basic communication roles are a necessary minimum in the traditional elementary school classroom. As children progress through school, we expect these abilities to be refined and differentiated. Furthermore, we expect the child's language code to come to approximate that of the "educated" society; skills in analyzing the demands of communication situations should result in appropriate employment of that code.[10]

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[11] the District of Columbia Public Schools has identified 11 specific competencies which potentially could serve as useful models for developing students' range of role options which can be achieved through oral language (see Table 5).[12]

Table 5

Examples of second grade oral communication competencies

Listening

1. Identify the main idea.
2. Identify descriptive words and phrases.

Speaking

3. Describe familiar helpers in their environment.
4. Demonstrate the ability to make simple introductions and greetings.
5. Demonstrate the use of inflectional tone to convey an emotion.

Creative drama

6. Demonstrate the ability to role play events in a story.
7. Construct and dramatize a puppet show.
8. Construct and tell a flannel board story.
9. Demonstrate the ability to read a story orally.

Nonverbal communication

10. Demonstrate the ability to orally summarize the meanings conveyed by nonverbal symbols.
11. Identify specific nonverbal actions which reinforce or detract from a verbal statement.

Oral Communication in Social Settings: Third Grade through Sixth Grade

Midway through the elementary school experience students need to begin considering how oral communication functions socially. While the labels may vary, concepts such as *feedback*, *nonverbal communication*, and *audience analysis* must be systematically introduced to students, with opportunities provided for them to understand oral communication as sets of socially constructed experiences.

From third through sixth grade, instruction should occur in four basic areas.

- **Third grade — oral language choices in small group and cultural settings**

By third grade, instructors should be providing opportunities for students to understand the range of options and possibilities which oral language creates in small group and cultural settings. Competencies to be developed would include the ability to identify orally the types of small groups and cultural settings which can exist, identify orally standards for good speaking in different kinds of small groups and cultural settings, and demonstrate diverse role playing techniques as small group and cultural settings change.

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[13] the District of Columbia Public Schools has identified eight specific competencies which potentially could serve as useful models for helping students to understand the range of options and possibilities which oral language creates in small group and cultural settings (see Table 6).[14]

Table 6

Examples of third grade oral communication competencies

Listening

1. Identify compound words.

Speaking

2. Demonstrate the use of inflectional tone to convey an emotion.
3. Demonstrate the use of the telephone for business and social calls.
4. Construct a summary for a story.

Creative drama

5. Demonstrate the ability to dramatize a story.
6. Construct and dramatize a story ending from a story starter.

Nonverbal communication

7. Demonstrate the use of pantomime as a means of nonverbal communication.
8. Identify how alternative nonverbal actions increase the clarity or more effectively reinforce a verbal message.

- **Fourth grade — using oral symbols**

By fourth grade, instructors should be providing opportunities for students to understand oral symbols. As students enter their middle years in elementary school, they should be introduced to the symbolic function of oral communication, for the symbolic function is ultimately the predominant emphasis of human language-using. Accordingly, students must be systematically introduced to the relationship between oral language and values. Students need to be explicitly exposed to how oral language reflects and conveys values, particularly in terms of the choices, alternatives, and consequences of value-using embedded in oral communication. Students should be able to identify how different language choices (i.e., different nouns, verbs, adjectives, adverbs, etc.) alter the meanings conveyed to others, demonstrate their ability to select alternative language choices to convey different values, describe another's point of view and recognize how it differs from their own, use spoken language to express own and respond to others' feelings, provide effective and appropriate feedback, identify rules which regulate social conventions in small groups, and demonstrate understanding and mastery of these rules in different social settings such as interviews and small group discussions.

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[15] the District of Columbia Public Schools has identified specific competencies which potentially could serve as useful models for developing students' understanding of the relationship between oral language and values (see Table 7).[16]

Table 7

Examples of fourth grade oral communication competencies

Listening

1. Use pitch to reflect changes in meaning and feelings.

Speaking

2. Demonstrate the use of figurative language.
3. Identify the standards for good speaking.

Creative drama

4. Construct and dramatize a story.
5. Demonstrate the ability to give an oral report.
6. Construct and deliver an informative speech.

Nonverbal communication

7. Demonstrate the use of a signal system as a means of nonverbal communication.
8. Emphasize meanings in conversations, discussions, and oral presentations by use of pauses, gestures, and facial expressions.

Mass media

9. Identify major types of mass media.
10. Explain how messages differ when conveyed by different media.

- **Fifth grade — speech norms and rules**

By fifth grade, instructors should be providing students with opportunities to understand the social conventions regulating oral communication. Students should be able to distinguish, identify the requirements for, and demonstrate the skills required to effectively use oral communication in interpersonal, small group, and public settings. Additionally, students should be provided with opportunities to understand the forms or strategies of human communication such as the compromise, consensus tactics, the potentialities and limitations of confrontation, and the meaning and functions of the speech of self-defense and the eulogy.

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[17] the District of Columbia Public Schools has identified specific competencies which potentially could serve as useful models for developing students' understanding of the conventions regulating oral communication (see Table 8).[18]

Table 8

Examples of fifth grade oral communication competencies

Listening

1. Describe inferred meaning taken from context.
2. Identify the standards of a good listener.

Speaking

3. Apply the rules for conducting interviews.
4. Demonstrate role playing techniques.
5. Apply the rules for conducting discussions.

Creative drama

6. Construct and deliver an inspirational speech.
7. Construct and dramatize a different story ending for a familiar story.
8. Construct and dramatize a two character scene.

Nonverbal communication

9. Demonstrate the use of pictorial representations to recount main ideas and information.
10. Demonstate appropriate use of eye contact, nonverbal expression and adjustment of rate, pace and volume in face-to-face communication with a number of different people of different ages.

Mass media

11. Identify the audience to be attracted by mass media.
12. Distinquish between fact and opinion.
13. Distinquish among the four types of propaganda.
14. Identify an effective advertisement.

- **Sixth grade — listening**

By sixth grade, instructors should be providing students with a formal exposure to the requirements and effective use of listening. Listening skills are a dimension of all effective oral communication from kindergarten through twelfth grade. From kindergarten through fifth grade, students should already have demonstrated competency in identifying classroom and environmental sounds, describing differences in sound (e.g., pitch, volume, and rate), describing the sequence of ideas heard, and so forth. However, a comprehensive oral communication curriculum should also provide a formal, systematic, independent and intensive examination of listening in an extended set of learning activities. As students prepare to leave elementary school, they should understand more advanced listening competencies such as the ability to describe inferred meanings derived from contexts, and demonstrate effective listening skills.

Based upon the special needs of particular groups of students, any number of specific competencies can be formulated to help students develop their linguistic systems. For example, based upon their practical teaching experiences, in *English Language Arts Oral Communication Elementary Level Competency Based Curriculum*,[19] the District of Columbia Public Schools has identified specific listening competencies associated with speaking, creative drama, nonverbal communication, and mass media. Additionally, Richard A. Hunsaker, in *Understanding & Developing the Skills of Oral Communication: Speaking & Listening*[20] and Andrew Wolvin and Carolyn Gwynn Coakley, in *Listening*,[21] have identified relevant competencies which link speaking and listening. Several of these competencies have been specified in Table 9.

Table 9

Examples of sixth grade listening competencies

Listening

1. Distinguish between hearing and listening.
2. Identify the significance and functions of listening in the communication process.
3. Identify the different types and levels of listening.
4. Identify barriers to effective listening.
5. Identify and apply techniques for effective listening.

Speaking

6. Demonstrate good discussion techniques in terms of listening.
7. Apply the rules for making an oral report and be able to identify these rules as a listener.
8. Demonstrate the ability to organize a two-minute talk using effective speaking techniques and be able to identify these techniques as a listener.

Creative drama

9. Demonstrate the ability to perform quality improvisations and identify the qualities of improvisation as a listener.

Continued on next page

Table 9 (Continued)

10. Based on the anticipated reactions of others derived from the role of a listener, construct and dramatize an original play.
11. Construct and deliver a persuasive speech and be able to identify persuasive techniques as a listener.

Nonverbal communication

12. Identify nonverbal modes of communication which impede effective listening.
13. Identify and employ nonverbal modes of communication which promote effective listening.

Mass media

14. Identify factual claims in a 30 second television and/or radio commercial.
15. Identify verbal and nonverbal acts in a 30 second televisionand/or radio commercial which can be understood in two or more ways.

The Study of Oral Communication — Seventh Grade through Twelfth Grade

Junior and senior high school years necessarily constitute passages into more sophisticated oral communication usages. While performance requirements continue to function as an essential dimension of all learning, cognitive understandings become equally important in the communication educational process. From seventh through twelfth grades, instruction should occur in six basic areas. The first of these six basic areas is interpersonal, nonverbal, and small group communication.

- **Seventh grade — interpersonal, nonverbal, and small group communication**

By seventh grade, students should be able to identify and understand the requirements for effective interpersonal and small group communication. Seventh grade marks a critical developmental turning point in the lives of most students. Social relationships become objects of immediate attention. Primary social groupings emerge, and interpersonal relationships—both social and intimate—become significant, if not overwhelming, issues for students at this time. The *Report of the Speech Communication Association's National Project on Speech Communication Competencies* specifically observed that during this stage of development, students should be able to "evaluate emotional states from verbal and nonverbal communication," "use a variety of communication roles and styles in the peer culture of his or her own language community," and "read social class differences from the nonverbal and verbal communication of others."[22]

Given maturation and changing social roles in seventh through twelfth grades, students need to understand the requirements for, effective uses of, and possess methods for assessing both interpersonal and small group communication. Additionally, if interpersonal and small group communication are to be fully understood, students should understand the role that nonverbal communication plays in effective communication. Thus, students should understand the relationship between nonverbal, interpersonal, and small group communication as well as the types and components of nonverbal communication.

A wide range of perspectives exist regarding how interpersonal, nonverbal, and small group communication should be approached and what competencies students should develop in relationship to these systems.[23] Table 10 (next page) provides an overview of communication competencies which can guide oral communication instruction during this development period. It is unlikely that a student can master all of these competencies within a single course in seventh grade. Accordingly, instructors will probably find it useful to be selective in the goals they identify for their students.

Table 10

Examples of seventh grade interpersonal, nonverbal, and small group communication competencies

Interpersonal communication

1. Identify and explain the major purposes of interpersonal communication.
2. Identify and explain the functions of the major variables in any communication process.
3. Identify and explain the major variables related to the accuracy of interpersonal perception.
4. Explain the concept of effectiveness in interpersonal communication.
5. Identify, explain, and provide examples of concepts associated with interpersonal communication such as openness, empathy, supportiveness, trust, equality, expressiveness, and self-monitoring and other-orientation.

Self and self-awareness

6. Define and explain the usefulness of the following concepts of the self in interpersonal communication: open self, blind self, hidden self, and unknown self.
7. Define self-disclosure and identify the major factors affecting self-disclosure.
8. Identify major guidelines recommended for responding to the disclosure of others.
9. Distinguish and illustrate the differences among apprehension, aggressiveness, assertiveness, and nonassertiveness.

Understanding perception

10. Explain the influence of the perceiver, the person perceived, and the situation on the process of perception.
11. Name aspects of the object perceived that affect perception.
12. Names aspects inside the perceiver that can influence perception.
13. Describe the use of categories in organizing perceptions.
14. Identify and explain major factors which clarify perception and can solve communication problems.

Language and meaning

15. Define language and identify its major social functions.
16. List and define the major characteristics of a language.
17. Define meaning in terms of denotative and connotative language.
18. Explain the concept of language subcultures.
19. Define and identify examples of the use of racism and sexism in popular language.

Relationships

20. Identify and define the major characteristics of an interpersonal relationship.
21. Identify and explain the major functions of communication in relationships.

Continued on next page

Table 10 (Continued)

22. Explain why relationships develop and identify stages which account for the evolution of interpersonal relationships.
23. Identify the major factors people judge to be attractive in a potential partner.
24. Explain how similarity and complementarity affect interpersonal communication.
25. Identify major sources and types of power which influence interpersonal communication and how power functions in interpersonal communication.
26. Distinguish, identify and define major types of friendship and love.

Conflict

27. Define interpersonal conflict.
28. Explain the differences between content and relationship conflict.
29. Identify positive and negative aspects of conflict in interpersonal communication.

Nonverbal communication

30. Define nonverbal communication and identify its functions in human relations.
31. Identify and define the major kinds of nonverbal communication people use.
32. Explain how verbal and nonverbal communication influence each other (e.g., repeat, contradict, substitute for, complement, accent, regulate) to enhance and hamper effective human communication.
33. Explain how the meaning of nonverbal communication can change from one situation to another (e.g., classroom, courtship, televised politics, etc.).
34. Explain how children acquire or learn specific nonverbal behaviors.
35. Explain how environmental factors such as setting, personal space, and territory affect human communication.

Group communication

36. Identify and define the primary characteristics of a group.
37. Describe the primary functions of small groups in society.
38. Identify and define several major types of small groups.
39. Describe the factors which unify and divide group members.
40. Identify the functions of feedback in the small group communication process.
41. Identify the range of roles and functions of each of these roles in the small group communication process.
42. Identify and describe the major forms of leadership style.
43. Describe the relationships between task and social functions within small groups.
44. Describe several communication patterns or styles common to small groups.
45. Observe a group situation and diagram its interaction pattern.

Continued on next page

Table 10 (Continued)

Problem solving through group communication

46. Name and explain the steps used in problem solving.
47. Explain the relationships between the problem-solving steps and thinking.
48. Observe several small groups and identify group fantasies which dominate each group.
49. Identify the relationships between problem-solving decisions and small group fantasies.
50. Explain the purpose of public discussions.

Participating in parliamentary groups

51. Explain the purpose of parliamentary procedure.
52. List the basic principles of parliamentary procedure.
53. Describe the responsibilities of the president in conducting meetings.
54. Explain the major classes of motions.
55. List the precedence of motions.

- **Eighth grade -- intercultural communication**

By eighth grade, students should be able to understand the effects of cultural systems upon effective oral communication. Additionally, as cultural differences begin to influence student choices and activities, students should demonstrate an understanding and appreciation of multiculturalism (i.e., gender, race, ethnicity) as a significant variable affecting effective oral communication. The ability to recognize and effectively participate in intercultural communication are no longer skills which can be postponed until later in life. Students are clearly involved in intercultural communication environments in their junior high school years.

Yet, in a multicultural environment, communication competency may be extremely difficult to master. At this age, students are only beginning to formulate personal and ethical decisions regarding the role of multiculturalism within their own lives. Nonetheless, even by eighth grade, as Barbara Wood and her colleagues concluded in 1977 in the *Development of Functional Communication Competencies: Grades 7-12*, a student must become a "competent adolescent" who "gains and maintains the attention of others in socially acceptable ways," "expresses both affection and hostility to others," "praises oneself and/or shows pride in one's accomplishments," "takes into account another person's point of view in talking with that person, especially if asked to do so," "reads effectively the feedback of others and one's messages: supplies relevant feedback to others when they communicate," and "takes the role of another person effectively without being pushed to do so".[24] Likewise, Eileen Newmark and Molefi K. Asante, in *Intercultural Communication*,[25] have concluded that intercultural communication "awareness and sensitivity" must begin early in the "secondary school" stages.[25]

Relying upon the analysis provided by Newmark and Asante, Table 11 (next page) provides an overview of communication competencies which can guide oral communication instruction during this period. It is unlikely that students' attitudes can be dramatically influenced by a single course, for certainly racial, ethnic, and gender attitudes and values are part of a life-long process. Nonetheless, early formal exposure to and understanding of the intercultural communication process may introduce critical variables in students' affective, cognitive, and behavioral patterns of social interaction which alter how biases and discriminatory attitudes do and do not develop in students

Table 11

Examples of eighth grade international and intercultural communication competencies

1. Identify verbal and nonverbal communication cues distinguishing one's own and others' cultural environments and heritages.
2. Identify verbal and nonverbal communication patterns which are shared by distinct cultural systems.
3. Identify social institutions and historical experiences which distinguish and are commonly used by cultural systems.
4. Develop a sensitivity to and appreciation for the diverse ways in which experiences can be articulated verbally and nonverbally.
5. Develop an awareness of one's own desires, assumptions, and beliefs in order to experiment more freely in new patterns of behavior.
6. Communicate effectively in alternative cultural systems (e.g., adjust to different environments) without losing one's basic values.
7. Develop a self-concept which fosters trust, ego strength, open-mindedness, and the ability to accept ambiguity and diversity among people.

- **Ninth grade -- public speaking**

By ninth grade, students should develop competencies in public speaking. Competencies to be developed include the ability to identify the distinguishing characteristics of public speaking, effectively complete the steps of speech preparation (select and limit a topic, select a purpose, gather information, analyze the occasion and audience, organize the speech, etc.), distinguish among speech types, effectively deliver the speech, and evaluate speeches. Table 12 summarizes public speaking competencies which students can reasonably begin to master by ninth grade, although instructors may find it necessary and desirable to select among the 60 competencies which his or her students focus upon in their classroom exercises.

Table 12

Examples of ninth grade public speaking competencies

Understanding

1. Explain or relate instances in which public speaking has influenced history.
2. Explain the basic responsibilities a speaker assumes in exercising his or her right to free speech.
3. Explain the primary responsibilities which a listener should assume in exercising his or her right to listen.
4. List the primary criteria for selecting a topic.
5. Explain the importance of each criterion for selecting a topic.
6. List the major processes involved in limiting a topic.
7. Explain the importance of each process for limiting a topic.
8. List the primary purposes for speeches.

Conducting effective research

9. Explain the importance of using primary resources in conducting research.
10. Give specific suggestions for conducting interviews and informal surveys.
11. Give specific suggestions for preparing to investigate secondary sources.
12. List questions useful in guiding investigations of secondary sources.
13. List specific resource guides found in most libraries, and explain how to use each in locating secondary sources.
14. List kinds of resource materials found in most libraries and explain the use and application of each.
15. Explain the purpose of standard tests for three kinds of evidence and/or proofs needed by speakers.
16. Give specific suggestions for recording information to be used in speeches.

Organizing a speech

17. Explain the importance of analyzing the audience before making final choices in a speech.
18. Explain the importance of analyzing listener values and needs before making final choices for a speech.

Continued on next page

Table 12 (Continued)

19. Explain the importance of analyzing the occasion before making final choices for a speech.
20. Explain the concept of speech form.
21. List and explain the major functions of each of the parts of the classic speech outline.
22. Explain the importance of the statement: "Each point must support the thesis statement and relate to other points in the body of the speech."
23. Be able to outline a speech.

Developing a speech

24. List and explain the primary steps for developing a point.
25. List, define, and give examples of the major kinds of logical proof.
26. List tests for logical supports.
27. Cite reasons for using ethical appeals in speeches.
28. Cite suggestions for using pathetic appeals in speeches.
29. List, define, and give examples of primary amplifying devices.

Style

30. Define style and explain the importance of developing style in oral language to speaking effectiveness.
31. Identify and give examples of the primary elements of style.
32. List and explain the importance of the major devices used to provide continuity and to make ideas easy for listeners to remember.
33. List, define, and give examples of several major rhetorical strategies.
34. Explain the importance of using figures of speech and stylistic devices to make language vivid and memorable.
35. List, define, and give examples of the primary kinds of figures of speech.
36. List, define, and give examples of the primary kinds of stylistic devices.

Delivering a speech

37. Identify and define the major methods of delivering speeches.
38. Cite the advantages and disadvantages of each method of delivery.
39. Prepare written manuscripts and notes to assist in speech presentation.
40. Explain the aspects and importance of speaker's vocal message.
41. Explain the aspects and importance of speaker's verbal message.
42. Use effective strategies for rehearsing a speech.
43. Explain why nonverbal delivery is important.
44. Explain the relationship between verbal and nonverbal delivery.
45. Identify and explain the major elements of nonverbal delivery.
46. List strategies for improving nonverbal delivery.

Continued on next page

Table 12 (Continued)

Speech forms

47. Describe the types of informative speeches.
48. List the criteria for evaluating informative speeches, and use them to improve one's own informative speaking and evaluation of such speeches.
49. Describe the types of persuasive speeches.
50. List the criteria for evaluating persuasive speeches, and use them to improve one's own persuasive speeches and evaluation of such speeches.
51. Describe the types of ceremonial speeches.
52. List the criteria for evaluating ceremonial speeches, and use them to improve one's own ceremonial speeches and evaluation of such speeches.

Evaluating speeches

53. Give suggestions for effective listening.
54. Explain the role of the critic.
55. Identify several major suggestions for effective criticism.
56. Explain the major critical perspectives.
57. Explain the purpose of rhetorical analysis.
58. Describe the considerations involved in performing rhetorical analysis.
59. Explain how rhetorical analysis can assist a speaker improve his or her own speech.
60. Listen to or read speeches and render effective criticism and evaluations.

- **Tenth grade -- mass communication**

Students should understand the context of mass communication. Students should receive two kinds of training. First, students should be trained in receivership. They should become more aware of themselves and their values in relation to the media by critically evaluating what they see and hear on the media. Second, since present developments in mass communication make it increasingly likely that citizens will have regular opportunity to communicate by means of one of the media, students should become comfortable expressing themselves via various media. Appropriate to study are electronic media such as radio, television, film, video, and print media such as books, newspapers and magazines.

A wide range of perspectives exist regarding how media systems should be approached and what competencies students should develop in relationship to media systems. A wide range of media textbooks have been examined in the context of a tenth grade mass communication course.[26]

At this grade level, the competencies to be developed would minimally include the ability to discuss verbal and nonverbal requirements for media performers, perform a short radio or television newscast or commercial, demonstrate an understanding of the ethics in mass communication, effects of the media on society and culture, mass communication research techniques, and new technologies of mass communication and telecommunications.

Table 13 (next page) describes a wide range of competencies students should ideally be able to master, but the mastery of some of these competencies will depend, in part, upon the resources, personnel, facilities, and equipment which schools and school districts can provide.

Table 13

Examples of tenth grade mass communication competencies

Understanding

1. Compare and contrast the characteristics of mass communication with those of interpersonal, small group, and public communication.
2. Define mass communication and identify its unique characteristics.
3. Define and explain the major functions of mass communication.
4. Explain the different ways human communication is understood depending upon which model of mass communication is used.
5. Define and illustrate the differences between mass and other kinds of media communication systems.
6. Identify three main functions of media systems and assess their successes in accomplishing these functions.
7. Identify the major contribution of major media researchers and theorists such as George Gerbner, Marshall McLuhan, Wilbur Schramm, and Paul F. Lazarsfeld.
8. Identify ways in which media systems are altering interpersonal and small group communication processes.
9. Define parasocial relationship and parasocial interaction and compare them to and contrast them with interpersonal communication relationships and interactions.

Media history

10. Define and characterize the main historical periods of major media systems and identify the consequences of these periods on communication media structure and content.
11. Describe the importance of different media in forming, nurturing, and detracting from American democracy.
12. Identify the role freedom of expression plays as a principle governing media systems.
13. Be able to relate how the content and formats of media systems have changed, explain some of the reasons for these changes, and identify the consequences for human communication.

Media institutions

14. Identify ways in which private corporate ownership and advertising affect mass media systems such as television and radio.
15. Identify the government agencies which regulate media systems, the functions they carry out, and assess their effectiveness.
16. Identify production factors affecting audience reactions to media messages.
17. Identify ways in which rating systems affect the content of media systems, presentation and ordering of programs, and duration of specific programs.

Continued on next page

Table 13 (continued)

18. Identify ways in which informal controls (e.g., citizen action, consumer, and ecology groups) attempt to influence media systems.
19. Identify the major kinds of decisions which courts have made regarding media.
20. Identify the changes in the telephone industry and how these changes impact the mass media.

Production

21. Be able to identify and operate basic broadcast video equipment.
22. Understand professional and educational broadcasting and film making facilities.
23. Be familiar with the materials used in broadcasting and film making.
24. Demonstrate the ability to write a radio script and employ speaking techniques used in radio broadcasting.
25. Be familiar with radio operation in actual or simulated broadcast situations.
26. Understand the staff positions and responsibilities of each in television production.
27. Practice techniques used in television production.
28. Describe and evaluate the effectiveness of different shots, composition, light, lenses, and speed in film and television production.
29. Distinguish among and be able to complete tasks related to each of the following: acting, art direction, cinematography, direction, editing, lighting, set decoration, and scoring.
30. Prepare scenarios, detailed shooting script, and a story board for a film or television production.
31. Possess experience in the operation of light meters, camera operation, projection equipment, editing and splicing equipment, and sound equipment.
32. Identify the production techniques used to create favorable and unfavorable images in video and film such as camera angle, perspective juxtaposition, and depth of field.

Media analysis and criticism

33. Identify ways in which media systems establish positive and negative standards for individual and group behavior.
34. Identify the range of different reactions the same media program can stimulate for different cultural groups.
35. Identify ways in which media systems function as art forms.
36. Be able to assess the ways in which a specific media presentation can be appropriately said to be solely informative or entertaining.
37. Identify the range of ways in which individuals can use and/or be gratified by specific media presentations.
38. Identify the functions which criticism of the media can serve.
39. Determine functions which are best served by media critics and those best served by individual viewers.
40. Identify key components of visual literacy and be able to demonstrate how visual techniques can be persuasive.

- **Eleventh grade — persuasion, argumentation, and debate**

By eleventh grade, students should be able to understand the dimensions and implications of persuasion, argumentation, and debate as essential oral communication skills. Building on earlier concepts, students should be exposed to concepts such as rhetorical reasoning, evidence, invention, organization, audience analysis, choices of persuasive strategies, and the like.

A wide range of perspectives exist regarding how persuasion, argumentation, and debate should be approached and what competencies students should develop in relationship to these areas of study. A wide range of persuasion, argumentation, and debate textbooks were examined in the context of a tenth grade mass communication course.[27]

As these references suggest, a blend of theoretical and practical experiences should guide instruction, as reflected in the recommended competencies to be mastered by students in Table 14.

Table 14

Examples of eleventh grade persuasion, argumentation, and debate communication competencies

Persuasion

1. Define persuasion.
2. Define an attitude, behavior, belief, and value in terms of a persuasive context.
3. Identify emotional, logical, and ethical appeals in terms of a persuasive context.
4. Identify the primary factors constituting and determining motivation and needs.
5. Identify the primary types of reasoning and tests of reasoning and evidence.
6. Identify and describe primary propaganda techniques associated with persuasion.
7. Describe and identify in media presentations some common fallacies used in persuasion.
8. Identify and describe cultural images, myths, and values appealed to in everyday persuasive efforts and media presentations.
9. Explain how nonverbal communication techniques enhance and detract from persuasive efforts.
10. Identify the major components and stages of political and advertising campaigns.
11. Identify major attitudes, needs, values, and demographic characteristics of the class and use them to suggest how a profile of the class could be developed as a potential persuasive target
12. Based upon the analysis of the class, construct a persuasive speech which is delivered to the class.

Continue on next page

Table 14 (Continued)

13. Reassess the choices and strategies employed in the speech based upon feedback provided by members of the class and outline an alternative speech based upon the feedback and reassessment.
14. Identify ways in which modern media systems have altered conceptions of persuasion.
15. Identify ways in which the concerns of minorities, such as women and other racial/ethnic groups, can alter the view of the goals and objectives of persuasion.
16. Identify the primary ethical standards which have been used to assess persuasion and suggest how situations and contexts influence which of these standards are used to judge particular persuasive efforts.

Argumentation

17. Define argumentation and offer reasons and evidence for why argumentation does or does not differ from persuasion.
18. Identify ways in which rationality and reasonableness are similar and different.
19. Identify the major components of an argument.
20. Identify and explain the major types of claims.
21. Identify and explain the major types of reasoning.
22. Identify and explain major logical fallacies.
23. Identify and explain the major tests of evidence.
24. Define rhetoric and list and define the traditional canons of rhetoric.
25. Explain how a situation, speaker's purpose, and audience influence the analysis of an argumentative effort.
26. Classify persuasive claims in terms of logos, pathos, and ethos.
27. Identify the role of argumentation in social areas such as history, foreign policy, drama, literature, and the legal process.
28. Identify the major factors likely to be involved in constructing an argument for the class and use them to suggest how a profile of the class could be developed as a potential argumentative target.
29. Based upon the analysis of the class, construct an argument which is delivered to the class.
30. Reassess the choices and strategies employed in the argument based upon feedback provided by members of the class and outline an alternative argument based upon the feedback and reassessment.
31. Identify ways in which modern media systems have altered conceptions of an argument.
32. Identify ways in which the concerns of minorities, such as women and other racial/ethnic groups, can alter the view of the goals and objectives of arguments.
33. Identify the primary ethical standards which have been used to assess arguments and suggest how situations and contexts influence which of these standards are used to judge particular arguments.

Continued on next page

Table 14 (Continued)

Debate

34. Define debate and identify its potential functions as a decision-making method.
35. Identify the social advantages and disadvantages of using a debate format.
36. Identify the skills which are either taught or enhanced through debate.
37. Explain the functions of the affirmative and negative teams in a debate.
38. Formulate issues regarding facts, values, and policies into debate propositions.
39. Be able to define the terms burden of proof and prima-facie case.
40. Identify and explain the major kinds of debate cases and formats.
41. Develop a list of key terms from a debate proposition.
42. Conduct a library survey using a key term list.
43. Explain and test the guidelines for quality evidence.
44. Mark an article for evidence, record it, and file it.
45. Identify the functions of each debater and explain the purpose and responsibilities of each debater.
46. Outline an affirmative case and provide the evidence to support major claims of the case.
47. Explain and present three case arguments a negative case can use against an affirmative one.

- **Twelfth grade -- the study of language**

During their senior year, students should be formally introduced to the study of language. Focusing upon the study of language, students should be exposed to and expected to demonstrate an understanding of the relationship between language and environments they will encounter when they leave high school. Thus, topics for these courses might be "Language and the Work Environment," "Language and Marriage-Family," and "Language and Citizenship." Such topics would thus parallel the applications provided in "SCA Guidelines Speaking and Listening Competencies for High School Graduates." Ultimately, a "senior seminar" format might function as a particularly useful pedagogical environment in which instructors adapt to the particular needs of their students as they prepare to function as communicators in college, participate in society as citizens, and/or enter occupational environments.

While such an "open-ended" and culminating exposure to the study of communication would necessarily be field-dependent, nonetheless a communication perspective of these fields can be particularly useful to students leaving high school. For example, for students entering business and corporate settings, the content of several communication textbooks might be adapted to high school seniors.[28]

Because a field-dependent study of language should necessarily consider the potential uses graduating seniors will find useful, particular topics will vary from class to class. While generalizations are therefore difficult, nonetheless Table 14 identifies certain common competencies students should be mastering as they exit high school and enter new social arenas.

Table 15

Examples of twelfth grade the study of language competencies

1. Explain intrapersonal choice as the basis of all communication behavior.
2. Identify the basic needs represented in Maslow's hierarchy and relate them to communication.
3. Identify four basic categories of values and explain their role in advertising, public issues, and conflict.
4. Explain the utility of the concept of ethics in communication and describe the characteristics of ethical and unethical behavior.
5. In terms of potential career choices, explain what it might mean to argue that meanings are in people, that meaning is derived from our experiences, and that meaning is different in each of us.
6. Explain how the choice of interpersonal partners is influenced if one maintains that the willingness to enter into a relationship is a prelude to significant communication and to sharing meaning.

Continued on next page

Table 15 (Continued)

7. Identify major ways in which language systems differ in intimate, friendship, and family environments.
8. Identify major ways in which language systems differ in interpersonal, educational, and business environments.
9. Interview and complete a written report based upon field interviews with people in each student's most likely career, focusing upon the language choices of those being interviewed.
10. Explain how different occupations can be considered different language systems.
11. Explain how media systems have altered the ways in which people within occupations communicate.
12. Explain how the concerns of women and minorities have altered the ways in which people within occupations communicate.
13. Be able to develop a personal theory of communication.

Endnotes

[1] *The Growth of Logical Thinking from Childhood to Adolescence* (NY: Basic Books, 1958).

[2] "An Investigation of the Effects of a Persuasive Speech: An Application of Piaget's Developmental Theory," *The Speech Teacher, 24*, 1, January 1975, p. 2.

[3] R.R. Allen and Kenneth L. Brown, Eds., *Developing Communication Competence in Children: A Report of the Speech Communication Association's National Project on Speech Communication Competencies* (Skokie, IL: National Textbook Company, 1976), p. 11.

[4] Washington, D.C., Fall 1988.

[5] See, e.g., Speech Communication Association, *Oral Communication Competency Guidelines Developed by State Departments of Education: Kindergarten through Twelfth Grade Comprehensive and Developmental Curriculum Objectives, Learning Activities, Indicators and Outcomes Recommended by the Alabama, Alaska, Arizona, District of Columbia, Illinois, Indiana, and Virginia State Departments of Education* (Annandale, VA: Speech Communication Association, July 1990).

[6] For examples of instructional manuals and guides for teaching oral communication in kindergarten through twelfth grades, see: California High School Speech Association, *California High School Speech Communication Curriculum Guide for the Basic Oral Communication Course* (Fresno, CA: California High School Speech Association, May 1990); District of Columbia Public Schools, *English Language Arts Oral Communication Elementary Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); District of Columbia Public Schools, *English Language Arts Oral Communication Junior High Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); District of Columbia Public Schools, *English Language Arts Oral Communication Senior High Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); State of Washington Superintendent of Public Instruction, *English/Language Arts K-12 Curriculum Guidelines* (Olympia, WA: State of Washington Superintendent of Public Instruction, June 1985); State of Washington Superintendent of Public Instruction's Oral and Written Communications Task Force, *Oral and Written Communications: Developing Oral Communication Skills* (Olympia, WA: State of Washington Superintendent of Public Instruction, 1983); and Wisconsin Department of Public Instruction, *An Activity Guide for Speaking and Listening* (Madison, WI: Wisconsin Department of Public Instruction, 1990).

[7] P. 12.

[8] See endnotes #5 and #6 immediately above.

[9] See endnotes #5 and #6 immediately above.

[10] P. 18.

[11] Washington, D.C., Fall 1988.

[12] For examples of communication competencies developed by state departments of education as well as instructional activites and assessments tasks related to these competencies, see endnotes #5 and #6 immediately above.

[13] Washington, D.C., Fall 1988.

[14]For examples of communication competencies developed by state departments of education as well as instructional activites and assessments tasks related to these competencies, see endnotes #5 and #6 immediately above.

[15]Washington, D.C., Fall 1988.

[16]For examples of communication competencies developed by state departments of education as well as instructional activites and assessments tasks related to these competencies, see endnotes #5 and #6 immediately above.

[17]Washington, D.C., Fall 1988.

[18]For examples of communication competencies developed by state departments of education as well as instructional activites and assessments tasks related to these competencies, see endnotes #5 and #6 immediately above.

[19]Washington, D.C., Fall 1988.

[20]second edition (Englewood, CO: Morton Publishing Company, 1990).

[21]third edition (Dubuque, IA: Wm. C. Brown Publishers, 1988).

[22]Pp. 184-185.

[23]While a wide range of interpersonal, nonverbal, and small group communication textbooks have been examined in the context of such a tenth grade communication course, the following were particularly instrumental in the competencies identified: Donald P. Cushman and Dudley D. Cahn Jr., *Communication in Interpersonal Relationships* (Albany, NY: State University of New York Press, 1985); Joseph A. DeVito, *The Interpersonal Communication Book* (NY: Harper & Rowe, Publishers, 1989); Dale G. Leathers, *Nonverbal Communication Systems* (Boston: Allyn and Bacon, 1976); Mark L. Knapp, *Nonverbal Communication in Human Interaction* (New York: Holt, Rinehart and Winston, 1978); Albert M. Katz and Virginia T. Katz, *Foundations of Nonverbal Communication: Readings, Exercises, and Commentary* (Carbondale, IL: Southern Illinois University Press, 1983); Virginia P. Richmond, James C. McCroskey, and Steven K. Payne, *Nonverbal Behavior in Interpersonal Relations* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987); and R. Victor Harnack, Thorrel B. Fest, and Barbara Schindler Jones, *Group Discussion: Theory and Technique* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977).

[24](Urbana, IL and Falls Church, VA: ERIC and SCA), p. 2.

[25](Urbana, IL and Falls Church, VA: ERIC and SCA, 1976), p. 6.

[26]The following were particularly helpul in identifying content areas and/or the competencies appropriate for a tenth grade mass communication course: Samuel L. Becker, *Discovering Mass Communication* (Glenview, IL: Scott, Foresman Co, 1987); James E. Fletcher and Stuart H. Surlin, *Mass Communication Instruction in the Secondary School* (Urbana, IL: ERIC and Annandale, VA: Speech Communication Association, 1978); Gary Gumpert and Robert Cathcart, Eds., *Inter/Media: Interpersonal Communication in a Media World* (New York: Oxford University Press, 1986); Sydney W. Head and Christopher H. Sterling, *Broadcasting in America: A Survey of Television, Radio, and New Technologies* (Boston: Houghton Mifflin, 1990); Denis McQuail, *Mass Communication Theory: An Introduction* (Beverly Hills, CA: Sage, 1987); Walter J. Ong, *Orality and Literacy: The Technologizing of the Word* (New York: Methuen, 1982); Michael R. Real, *Super Media: A Cultural Studies Approach* (Beverly Hills, CA: Sage, 1989); and Frederick William, *The Communications Revolution* (Beverly Hills, CA: Sage, 1982).

[27]The following were particularly useful in identifying the content areas and/or competencies for an eleventh grade persuasion, argumentation, and debate course: Kenneth E. Andersen, *Persuasion: Theory and Practice* (Boston: Allyn and Bacon, Inc., 1978); Erwin P. Bettinghaus, *Persuasive Communication* (New York: Holt, Rinehart and Winston, Inc., 1968); Winston L. Brembeck and William S. Howell, *Persuasion: A Means of Social Influence* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976); Charles U. Larson, *Persuasion: Reception and Responsibility* (Belmont, CA: Wadsworth Publishing Company, 1989); J. Robert Cox and Charles Arthur Willard, *Advances in Argumentation Theory and Research* (Carbondale and Edwardsville, IL: Southern Illinois University Press, 1982); Michael Pfau, David A. Thomas, and Walter Ulrich, *Debate and Argument: A Systems Approach to Advocacy* (Glenview, IL: Scott, Foresman and Company, 1987); and Ronald Lee and Karen King Lee, *Arguing Persuasively* (New York: Longman, 1989).

[28]See, e.g., John Comeau and Gwen Diehn, *Communication on the Job: A Practical Approach* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987); Kathleen Galvin and Bernard Brommel, *Family Communication: Cohesion and Change* (New York: Harper and Collins, 1991); Gary T. Hunt and William F. Eadie, *Interviewing* (New York: Holt, Rinehart and Winston, 1987); Gerald M. Phillips, *Communicating in Organizations* (New York: Macmillan Publishing Co., Inc., 1982); Roy W. Poe and Rosemary T. Fruehling, *Business Communication: A Problem-Solving Approach* (New York: McGraw-Hill Book Company, 1973); Charles J. Stewart and William B. Cash, Jr., *Interviewing: Principles and Practices* (Dubuque, IA: Wm. C. Brown Publishers, 1988); and Janet Yerby, Nancy Buerkel-Rothfuss, and Arthur Bochner, *Understanding Family Communication* (Scottsdale, AZ: Gorsuch-Scarisbrick, 1990).

Resources and syllabi

A variety of pedagogical approaches possible

These guidelines present examples of the competencies students should master at grades K-12. Undoubtedly, curriculum planners will want to seek additional resources and sample course syllabi to assist their efforts.

Additional curricular guidelines have been developed by authors indepent of the Speech Communication Association and may prove to be useful to local planners.[1]

Prior SCA task force, committee, and conference reports, conclusions, and recommendations were examined, reviewed, synthesized and included in this analysis.[2]

In all, ideally, the full resources of the discipline of communication would be incorporated into the development of any curriculum. While the ideal is probably never achieved, in the development of these curriculum guidelines, a significant portion of all available communication curriculum resources have been directly utilized. In addition, as a curriculum guideline is proposed for each grade, the references shaping the adoption of the guideline are identified.

Any number of different resources can be used to implement the basic communication curriculum described above. No specific textbooks for this basic communication curriculum are recommended or endorsed by SCA. Indeed, a variety of pedagogical approaches is possible. To help instructors plan their courses and lessons, bibliographical lists published by SCA are readily available directly from SCA. Additionally, those planning to teach any component of a communication curriculum should examine the teacher certification and preparation guidelines recommended by the Speech Communication Association and American Alliance for Theatre and Education.[3]

In this document, the development of guidelines for curriculum development has been emphasized, not the creation of specific course syllabi. A curriculum specifies competency and content areas which constitute a general education in a discipline of study. In contrast, a syllabus provides a specific outline for the study of one area of specialization within a discipline. Obviously, each instructor will develop the most appropriate syllabus for his/her unique students. In our view, instructors use a syllabus to adapt a portion of a curriculum to their students' objectives, capabilities, and needs. Additionally, for kindergarten through sixth grades, the kind of syllabus used in a high school classroom may be an extremely inappropriate method for organizing and implementing a portion of a curriculum. For kindergarten through sixth grade, lesson plans organized as learning clusters are likely to be more appropriate and useful.[4]

Endnotes

[1]See, e.g., R.R. Allen and K.L. Brown, *A Report of the Speech Communication Association's National Project on Speech Communication Competencies: Developing Communication Competence in Children* (Skokie, IL: National Textbook Company, 1976); R.R. Allen, K. Brown, and J. Yatvin, *Learning Language through Communication* (Belmont, CA: Wadsworth, 1986); M.L. Wilbrand and E. Reike, *Oral Communication in Elementary Schools* (New York: Macmillan, 1983); and B.S. Wood, *Children and Communication: Verbal and Nonverbal Language Development* (Englewood Cliffs, NJ: Prentice-Hall, 1981).

[2]See, e.g., Pamela Cooper, Ed., *Activities for Teaching, Speaking and Listening: Grades 7-12* (Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1985); Pamela Cooper and Kathleen Galvin, Eds., *The Future of Speech Communication Education: Proceedings of the 1988 Speech Communication Association Flagstaff Conference (Annandale, VA: Speech Communication Association 1989); Joint Task Force of the Speech Communication Association and the American Alliance for Theatre Education, Teacher Certification and Preparation Guidelines for All Elementary and Secondary Teachers and for Speech Communication and Theatre Teaching Specialists* (Annandale, VA: Speech Communication Association, 1989); C. Larson, P. Backlund, M. Redmond, and A. Barbour, A., *Assessing Functional Communication Competencies* (Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills,1978); D.Rubin and N. Mead, *Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12* (Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1984); Speech Communication Association CAT Subcommittee on Teacher Communication Competencies, *Communication Competencies for Teachers (Annandale, VA: Speech Communication Association, 1988); Speech Communication Association, Essentials of Education* (Annandale, VA: Speech Communication Association, 1979); Speech Communication Association, *Essential Speaking and Listening Skills for Elementary School Students (6th Grade Level)* (Annandale, VA: Speech Communication Association, 1980); Speech Communication Association, *SCA Guidelines Speaking and Listening Competencies for High School Graduates* (Annandale, VA: Speech Communication Assocaition, 1978); Speech Communication Association and American Speech-Language-Hearing Association, *Standards for Effective Oral Communication Programs (Annandale, VA: Speech Communication Association, 1978); Barbara Wood, Development of Functional Communication Competencies: Pre-K—Grade 6* (Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1977); and Barbara Wood, *Development of Functional Communication Competencies: Grades 7-12* (Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1977).

[3]Joint Task Force of the Speech Communication Association and the American Alliance for Theatre and Education, *Teacher Certification and Preparation Standards for All Elementary and Secondary Teachers and for Speech Communication and Theatre Teaching Specialists* (Annandale, VA: Speech Communication Association, 1989).

[4]For examples of learning clusters when teaching oral communication in kindergarten through sixth grades, see: California High School Speech Association, *California High School Speech Communication Curriculum Guide for the Basic Oral Communication Course* (Fresno, CA: California High School Speech Association, May 1990); District of Columbia Public Schools, *English Language Arts Oral Communication Elementary Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); District of Columbia Public Schools, *English Language Arts Oral Communication Junior High Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); District of Columbia Public Schools, *English Language Arts Oral Communication Senior High Level Competency Based Curriculum* (Washington, D.C.: District of Columbia Public Schools, Fall 1988); State of Washington Superintendent of Public Instruction, *English/Language Arts K-12 Curriculum Guidelines* (Olympia, WA: State of Washington Superintendent of Public Instruction, June 1985); State of Washington Superintendent of Public Instruction's Oral and Written Communications Task Force, *Oral and Written Communications: Developing Oral Communication Skills* (Olympia, WA: State of Washington Superintendent of Public Instruction, 1983); and Wisconsin Department of Public Instruction, *An Activity Guide for Speaking and Listening* (Madison, WI: Wisconsin Department of Public Instruction, 1990).

Conclusion

Two facts are outstanding about K-12 oral communication instruction

First, only two state departments of education now require that students graduating from high school complete one public speaking course. The balance of the state departments of education currently do not require any course in oral communication.

Second, the majority of high school students still do not attend college; the exposure to communication instruction they receive at the elementary and secondary levels will constitute the only opportunity they have to understand and master communication in a systematic fashion.

Given these two facts, curriculum guidelines are required. The communication curriculum offered at the elementary and secondary levels should be as comprehensive, substantive, and useful as possible. The guidelines proposed here are a step towards that end.

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"No group of educators faces more of a challenge than do those individuals who teach K-12!"

Because the Speech Communication Association has long recognized K-12 teachers as being **VITAL** in the educational order, it organized a section within its membership focusing on elementary and secondary speech communication education and the concerns some teachers face such as:

- finding assistance in their quest for better materials
- seeking clarity in their search for goals
- discovering success in their exploration of assessment techniques

BENEFITS OF SCA MEMBERSHIP

Special Programs at National Conventions

Each year at the national convention a teacher can participate in programs ranging from research for high school communication to informal assessment techniques for primary grades. The 1991 convention, for instance, offers many programs relating to SCA's commitment to quality education in oral communication, including:

- models and mandates for speech communication
- senior high school communication research
- modeling the speech process in the classroom
- K-12 speech curriculum
- intercultural module for the high school student
- the energetic classroom
- K-12 teaching award winners speaking on teaching speech and learning theories and educational philosophies

Intensive One-Day Workshops

Prior to the convention, the SCA offers **a full day** workshop on teaching communication. Special letters of invitation are sent to all prospective instructors in the convention area. (The 1990 Chicago convention workshop proved a great success.) A packet of useful materials, handouts and lesson plans are provided to all who attend.

Informative Newsletter and Publications

The elementary and secondary section also offers its members a newsletter during the academic year with ***important*** SCA information, as well as useful articles concerning K-12 speech communication. Each member can choose from several publications and journals aimed at specific areas of interest.

Productive Summer Workshops

The SCA has funded special workshops dealing with goals for the area as well as assessment concerns. *Week long summer programs bring together the finest communication minds in the nation to solve many questions.* The effort is ongoing and SCA publishes their practical and immediately useful reports. SCA members have easy access to these publications.

Recognition for Excellence in Teaching

To recognize teaching excellence, the SCA has, for the past five years, annually recognized a national K-12 speech communication *TEACHER OF THE YEAR*.

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Probably the greatest benefit for elementary and secondary membership in SCA is the ***personal exchange*** between those of us working and influential in the K-12 communication field. Any organization is only as good as the people in it.

We are dedicated to making all K-12 memberships as rewarding as possible. Please join us!

Morris Snively, 1991 Chair
SCA Elementary and Secondary Section
Belleville East High School, Belleville, Illinois

Grades 7–9

Title of the Exercise: Selling a Product

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. develop a product;
2. convince classmates that the product is worth buying.

Procedure: Ask students to bring a product to class or to make up a product that they think they can sell to the class. Students may work in small groups to form "Ad Agencies." Ask students to begin their sales pitch in a small-group situation. Have students take two minutes to try and convince the other members of their group to buy their product. If products are not sold, students should find out why they failed to persuade the others. Play money might be issued to allow students to buy or invest in the products. After each member of each group has had an opportunity to present a product, let the group choose one or two of the speakers to present their products to the class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why would you buy the product the speakers presented?
2. Why did you not want to buy the other products in your group?
3. If your product was not sold, can you suggest why it was not? How might you change the product or your presentation of it so it would sell?

Evaluation/Assessment: A student's (group's) total
creativity exhibited in the ad campaign, product
ing form), ability to persuade, visual aid
(their) grade.

Oral Presen

Here is a sample page from:
Activities for Teaching Speaking and Listening: Grades 7-12.
Includes over 100 classroom-tested activities! Pamela J. Cooper, Ed., 1985, 2nd printing 1990, 160pp. $11.95 ($10.75 member) Order from SCA, 5105 Backlick Rd., Bldg. #E, Annandale, VA 22003

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ion	___	___	___

• Goal: To assist the reluctant or inexperienced speaker achieve comfort and competence • Goal: To use literature to help students cope with at-risk factors • Goal: To get students on their feet and speaking as soon as possible • Goal: To sensitize students to the stereotyping process and its implications for communication • Goal: To expose students to literature while testing their understanding and application of communication concepts • Goal: To provide students with a creative and challenging approach to studying the essay • Goal: To give students an opportunity to practice self-disclosure and to examine its relationship to depth of connection among individuals and time spent in relationships •

The Speech Communication Teacher

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Subscribe to **The Speech Communication Teacher**, a quarterly publication for college and high school teachers of communication. Each issue is a 16-pager of teaching exercises (see examples on this page of exercises from previous issues), handouts, informative reviews of books and resources. For teachers who care about better speaking, listening and relating.

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• Goal: To give students practical experience using parliamentary procedures • Goal: To provide teachers with some insights into readers and chamber theatre • Goal: To encourage students to develop original speeches on significant topics of current interest • Goal: To broaden students' life experiences and increase their competence as communicators • Goal: To help students face their opinions and biases about interracial communication • Goal: To strengthen the student's use of descriptive words • Goal: To help students discover how writing for an oral medium, such as radio, can improve their writing and speaking skills • Goal: To assist students to develop a data base for competitive impromptu speaking • Goal: To provide students with strategies for explaining difficult ideas • Goal: To help students overcome apprehension • Goal: To introduce students to focus group interviews • Goal: To provide students with an accessible data base for studying organizational communication • Goal: To have students analyze a specific audience, select a variety of pre-produced messages that suit the audience, and explain their decisions • Goal: To help students manage their stage fright • Goal: To develop an awareness of the principles of outlining • Goal: To demonstrate how fear appeals are used in persuasive messages • Goal: To have students understand the group problem-solving process and decision making • Goal: To help students become more aware of their own language, to learn to assess its effectiveness, and to improve its quality • Goal: To involve students in a recreation of the events, situations, and emotions underlying the rhetorical history of 19th and 20th century women speakers • To enhance students' delivery and expressiveness • Goal: To enhance student mastery of course concepts for exams • Goal: To relate the basic public speaking course to students' professional careers through the use of group process • Goal: To create an oral culture in a public speaking class • Goal: To have students develop a greater awareness of the "frame of reference" concept • Goal: To help students discover how their nonverbal messages are perceived by others • Goal: To encourage the use of student journals • Goal: To create empathy and respect for what the other gender experiences in interaction

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